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Inquiry Learning Rubric - Year 7/8 Example

Please note that this would need to be modified for use in Years 9 and 10 and customised to fit each school's inquiry model. Ideally, the criteria should be developed by those who will use them, so that they are fully understood by all concerned. This example can be used as a starter.

Questioning

LEVELS	1	2	3
Open & Closed Questions	With support, create open and closed questions about significant issues.	Independently and cooperatively develop a range of questions in order to gather relevant information about significant issues.	Independently and cooperatively develop all the necessary questions in order to gather all the relevant information about significant issues.
5 W's and an H Question Matrix	With support, use: <ul style="list-style-type: none">• 5Ws and an H;• question matrix; as a tool to develop relevant questions.	Independently and cooperatively choose to use: <ul style="list-style-type: none">• 5Ws and an H;• question matrix; as a tool to develop relevant questions.	
Brainstorming & Categorising Questions	With support, use: <ul style="list-style-type: none">• brainstorming;• categorising as a strategy to develop relevant questions.	Independently and cooperatively choose to use: <ul style="list-style-type: none">• brainstorming;• categorising as a strategy to develop relevant questions.	
Selecting and Justifying Questions	With support select and justify appropriate questions.		Independently and cooperatively select and justify the most appropriate questions.

Planning

LEVELS	1	2	3
Sources of Information	With support, identify a range of appropriate sources.		Independently and cooperatively identify the specific sources of information eg people – who specifically?
Method of Recording	With support, identify and plan to record information gathered using a variety of frameworks. Eg Inspiration, thinking tools, database.		Independently and cooperatively plan to record information gathered using the most efficient and appropriate tool.
Timeline	With support, allocate realistic times for tasks.		Independently and cooperatively allocate realistic times for tasks.

Gathering

	1	2	3
Recording	With support, can record information from a range of sources, using a range of methods, to answer questions.	With support, record the specific information required from a wide range of sources, using a range of methods, to answer all the questions. Acknowledging sources accurately.	Independently and cooperatively record only the specific information required from a wide range of sources, using a range of methods, to answer all the questions. Acknowledging sources accurately.
Examples may include: Oral: listening and speaking – iTunes, video, DVD Written: reading and writing – internet skills, contents, index, glossary, key words, skimming, highlighting, notetaking, reading, summarising, paraphrasing, bibliography Visual: viewing and presenting – photography, video			
Summarising Information	Notes are not student's own work.	Some notes are student's own work.	All the notes are student's own work.
Number and variety of sources	Information is from one resource only.	Information is from a few resources or from resources of the same kind.	A large number of resources of different kinds have been used.
Selection of sources and authorship	Sources used are inappropriate.	Some sources are good choices and authorship of at least one can be trusted.	Selection of sources has been wise and all authorship is recorded and can be trusted.

Processing

	1	2	3
Sharing orally	With support: <ul style="list-style-type: none"> • share information gathered; • justify the relevance or otherwise of the information; • eliminate irrelevant information; • identify the need to gather additional information. 		Independently and cooperatively: <ul style="list-style-type: none"> • share information gathered; • justify the relevance or otherwise of the information; • eliminate irrelevant information; • identify the need to gather additional information.
Organising in written or visual form	With support, use a range of tools/thinking maps to show understanding, application, analysis, evaluation of the information gathered.		Independently and cooperatively, use the most appropriate tools/thinking maps to show understanding, application, analysis, evaluation of the information gathered.